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ABSTRACT

The purpose of this study was to measure librarian image as perceived by children. The project focused on the hypotheses that the traditional negative image of librarians is prevalent among school-age children and also, that this image is more prevalent among boys than among girls. The study involved surveying two suburban fourth grade populations in public schools west of Cleveland. A monitored questionnaire was administered by the researcher to one fourth-grade class in each of two school districts. The original research instrument was designed to measure positive and negative factors related to librarian image. Descriptive statistics were employed and results were displayed in a graphic format. Findings refuted both hypotheses. The traditional negative image of librarians was not prevalent among the school-aged children in this study, nor was it prevalent among either the male or female population. Overall, 76.9% of the total sample population rated librarians positively in total image, as did 81.5% of the female respondents and 70.6% of male respondents. A copy of the questionnaire with responses in percentages, 13 notes, and a 28-item bibliography are included. (Author/MAB)

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THE LIBRARIAN IMAGE: A CHILD'S PERSPECTIVE

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Pamela A. Jordan

April, 1991

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ABSTRACT

The purpose of this study was to measure librarian image as perceived by children. The project focused on the hypotheses that the traditional negative image of librarians is prevalent among school-age children and also, that this image is more prevalent among boys than among girls.

The study involved surveying two suburban fourth grade populations in public schools west of Cleveland. A monitored questionnaire was administered by the researcher to one fourth grade class in each of two school districts. The original research instrument was designed to measure positive and negative factors related to librarian image. Descriptive statistics were employed and results were displayed in a graphic format.

Findings refuted both hypotheses. The traditional negative image of librarians was not prevalent among school-age children in this study; nor was it prevalent among either the male or female population. Overall, 76.9% of the total sample population rated librarians positively in total image, as did 81.5% of the female respondents and 70.6% of male respondents.

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Master's Research Paper by

Pamela A. Jordan

B.S., Valparaiso University, 1971

M.L.S., Kent State University, 1991

Approved by

Adviser_____Date_____

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I. INTRODUCTION

The traditional image of librarians is a "negative and unrealistic"[1] stereotype which continues to prevail even into the 1990s. This is evidenced in both professional literature and media portrayals of librarians, which reinforce the traditional negative image. Contestants on the television show "Family Feud" were asked to name five characteristics associated with librarians. The correct answers were glasses, quiet, stuffy, single, and mean/stern.[2] National Cash Register (NCR) of Dayton, Ohio, was criticized for their computer advertisement which depicted a librarian as a bun-wearing middle aged female saying "shhh."[3] The popular children's program "Sesame Street" portrayed a librarian as constantly "shushing" everyone.[4] Unfortunately, examples such as these serve to reinforce the negative image of librarians into the next generation.

Is this traditional negative stereotype of librarians prevalent among school-age children? Is this image more prevalent among boys or girls? Most image studies have dealt with adult perceptions of the librarian; only one related study was found which focused on children's perceptions of the librarian. This study will concentrate on the image of the librarian as perceived by school-age children in the fourth grade.

More research is needed in this area for several reasons. To improve the professional's image, librarians need to know how they are perceived, especially by children, who will be the library users and supporters of the future. By knowing children's views of the profession, librarians can better understand children's library orientations and hence, improve their service to them by developing programs geared to mesh with their needs and expectations. Also, with the nationwide high interest in decreasing the student drop-out rate, libraries and librarians could become a strong community resource to help combat this problem, if they are viewed positively by students.

The primary limitation of this study is the low level of generalization possible. Because there have been no other comparable studies on this topic, there is no existing data to lend support to these findings. The level of generalization is also affected by the narrow sample population, which is 49 suburban fourth-graders. More studies are needed in urban and rural populations for generalizations to be widely applied to all children of the given age range.

In considering the research questions previously stated concerning children's image of librarians, two hypotheses emerged: (1) the traditional negative stereotype of librarians is prevalent among school-age children; (2) the negative image is more prevalent among boys than among girls. This study examined these hypotheses by measuring positive and negative characteristics associated with librarian image.

II. LITERATURE REVIEW

The existence of a negative librarian stereotype is overwhelmingly documented in the professional literature. Its origins were first noted by Petsis, a sublibrarian at Alexandria, who complained to his superior that the hieroglyph for librarian contained an element, now indecipherable, that suggested a certain inferiority he felt was unwarranted.[5] Centuries later, librarians are still concerned with their image. Although Dewey's now infamous reference to the librarian as a "mouser in musty books" in the first issue of the American Library Journal was meant to represent an image of time past,[6] it has been quoted so often that it has served to reinforce the negative librarian image.

The most extensive study conducted on the librarian image was by Pauline Wilson and published in the book titled, Stereotype and Status: Librarians in the United States. Wilson's project was undertaken to provide a better understanding of the stereotype: its pervasiveness in the profession, the ways it is manifested, and the different ways it can affect librarians and their behavior.[7] Her study was a massive one, employing quantitative content analysis on all literature concerning the stereotype written by librarians from 1921 to 1978. The book also contains summaries of numerous other studies on librarian

image including such aspects as personality, occupational choice related to stereotype, and library education pertaining to image.

In 1985, Bourkoff and Wooldridge conducted a similar content analysis study of image as it appeared in select print media. Articles in three prominent newspapers were analyzed for their portrayals of librarians and library-related issues. Findings indicated that 64% of the articles portrayed librarians positively, 25% neutrally, and only 11% represented librarians negatively.[8]

A mid-1980s study by the Standing Committee on the Status of Women in Librarianship of the ALA, resulted in a profile of the ALA membership, which refutes traditional image of librarians as old unmarried women. The results indicated that 24.1% of ALA members were male and 75.8% were female. The median age of female librarians was only 40; for males, 42. Regarding the old maid moniker, 39% of females were single and 55% were married or had been married.[9]

A 1989 study conducted by Karlene K. Edwards, measured principals' perceptions of librarians. The findings were somewhat conflicting in that the factors principals perceived as the most important duties of librarians were also rated almost lowest in the amount of time that they felt should be spent on them.[10]

Similar to this project, Joan Duffy of Yale conducted two studies on librarian image. Her first survey concerned adult perceptions of librarians; the second study, however, dealt with children's perceptions of librarians. Duffy interviewed 117

children ages four to fifteen in four public libraries in New Haven County, Connecticut. The purpose of her interviews with these children was three-fold: (1) to discover if children had ever considered librarianship as a career and the reasons for their replies; (2) to have children draw a picture of a librarian, which would express their perceptions of librarian image; and (3) to obtain descriptions of the positive and negative qualities of librarians from the children.

Duffy's results, presented at the ALA 1989 Annual Convention and reported in the Summer 1990 issue of Journal of Youth Services in Libraries, indicated very favorable image perceptions by the sample population.[11] In her article, Duffy primarily quoted individual children's remarks and did not provide any scientific findings. The responses of the children were not quantified or categorized in any manner, except for some percentages concerning the children's drawings. Also, her study seems somewhat biased in favor of librarians because the setting for the interviews with the children was a library environment; therefore, her study included children who were library users and who most likely, wanted to be there. Naturally, negative feedback would be minimal in this type of situation; nonusers were not interviewed. For that reason, this project surveyed children in a public school setting to provide for a maximum mix of children in a more neutral environment.

Several studies of student perceptions of their teachers were also examined for possible applications to child perceptions of librarians. Most helpful was an early study (1932) by Vee

Flinn, in which similar traits to those measured in this project were surveyed to arrive at a composite image of the teacher. Tallied scores were analyzed, averaged, and reported in a graphic format in terms of percentile scores for each trait measured.[12]

III. METHODOLOGY

The survey method was utilized in this research project to test the hypotheses that the traditional negative stereotype of librarians is prevalent among school-age children, and that this negative image is more prevalent among boys than among girls. A questionnaire was administered to two fourth grade classes to rate and evaluate positive and negative aspects of librarian image.

In this study, "traditional negative stereotype or image" is defined to include any of the negative traits commonly portrayed in the media such as old, grumpy, unattractive, dowdy dressers, always "shushing" people, et cetera. For purposes of this project, the term "prevalent" is defined as more than 50% of the respondents.

The primary assumption basic to this study was that the school children who participated have either had personal contact with a librarian or at least have heard about or seen librarians in the media or elsewhere. This assumption was confirmed through the use of the survey questionnaire.

The target population was fourth grade students in the suburban public school environment. This age group was selected because these children have begun to think independently, a necessary characteristic to be able to answer the questionnaire.

Also, they are able to choose their own reading materials and still have time to read, being generally less involved in outside activities than older children. The public school environment was selected as being more representative of all types of school-age children, as well as both users and nonusers of libraries. A library setting was rejected to avoid a bias in favor of librarians.

The survey group was a nonprobability sampling. One elementary school was chosen in each of two selected western Cleveland suburbs. The sample was purposive in that only fourth graders were selected. A letter explaining this project was sent to the principals of several schools, requesting permission to administer a monitored questionnaire to one classroom of fourth graders in their school (see Appendix for the letter to the principals and the permission letters from the schools). The choice of which fourth grade class in each building was not controlled by the researcher, but by the principal of each school.

Data was collected through the use of a monitored questionnaire administered by the researcher in the respondents' classroom environment. To insure confidentiality, students were instructed not to write their names on the questionnaire form. Also, parental permission slips were supplied and collected (see Appendix for parental letter and permission form).

No commercially prepared surveys or questionnaires were located which dealt specifically with this topic. Several questionnaires designed to measure student perceptions of their

teacher were consulted and studied. Then an original instrument was developed to measure positive and negative factors related to the image of librarians; this questionnaire was closely modeled after the Diagnostic-Teacher Rating Scale.[13]

The collected raw data was tallied and converted to percentage results, i.e. 85.7% of all respondents replied that librarians are happy to assist them. Limited descriptive statistics measures of central tendency were also used in analyzing some of the Likert-type questions on the survey form. Most results are displayed in a graphic format herein. The data reflects exposure to both school and public librarians, as questions #1 revealed that virtually 100% of the sample population had visited a public library; and school principals confirmed that each school surveyed has a school library/media center.

In analyzing the raw data obtained, the researcher referred to the original process used in constructing the questionnaire. The concept of librarian image was broken down or divided into four component factors to be studied. The four components of librarian image focused on in constructing this questionnaire were knowledge level, helpfulness, personality, and appearance.

At least one Likert-type question was developed for each of these major components of image. Then, from three to seven other questions were formulated to support and further define the ratings obtained from the Likert-type questions. This last set of questions were of a true/false variety, whereby the respondents placed a plus sign (+) in front of any statement they

felt was true of librarians. Therefore, each of the four major components of librarian image was rated in at least four questions, with the personality area surveyed in a total of nine questions.

IV. RESULTS/CONCLUSIONS

The two hypotheses for this study, that the traditional negative image of librarians is prevalent among school-age children and that this negative image is more prevalent among boys than among girls, have been refuted. The results of this study do not support these hypotheses. The sample population of 49 fourth graders, 22 girls and 27 boys, rated librarians highly overall, with only one of the four major image component factors showing a link to the traditional negative stereotype. In most areas, girls rated librarians higher than did boys; although male responses did not support the traditional negative image either.

Librarians were rated highest in the knowledge level area of image. 95.9% of the respondents rated librarians very good to excellent (ratings of 4 or 5 on a scale of 1 to 5) on the Likert-type question about the smartness of librarians. 100% of the girls and 92.6% of the boys rated librarians this highly. Descriptive statistics of central tendencies were utilized on this question also. On a scale of 1 to 5, the mean response rating for the total sample population was 4.7, for the female population it was 4.9, and for the male population it was 4.6. The median and mode ratings for the total sample population, as well as for both the male and female populations individually, were all ratings of 5! Therefore, it can be concluded that

librarians are perceived as very knowledgeable by this sample population.

Other questions to measure the knowledge level of librarians dealt with knowing what is available in the library, knowing where to find materials in the library, and giving the correct answers to questions asked. Responses to all four questions were averaged as follows: the percentage of the sample population that rated librarians very good to excellent (ratings of 4 or 5) on the Likert-type questions was added to the percentages of respondents that felt the statements were true in the true/false type questions. This figure was divided by the total number of questions asked in each given component area of image. Responses were averaged in this manner in all four areas of librarian image studied, unless otherwise noted.

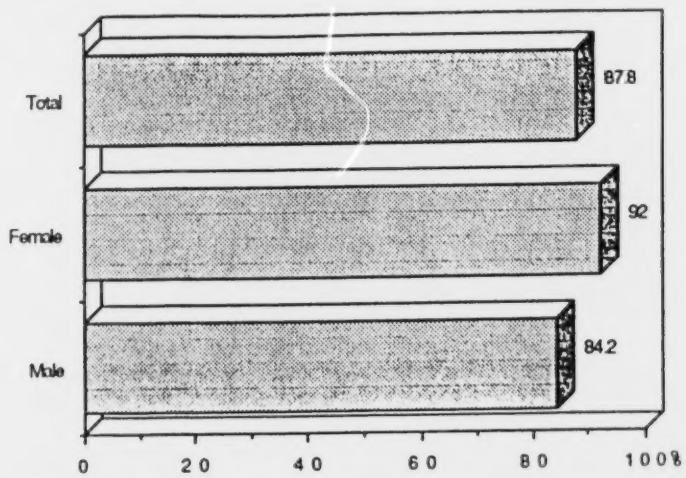

Diagram #1. PERCENTAGE OF POSITIVE RATINGS FOR THE KNOWLEDGE COMPONENT OF LIBRARIAN IMAGE.

The average percentage of positive responses in the knowledge area of librarian image is as follows: 87.8% of total responses, 92.0% of female responses, and 84.2% of male

responses (see Diagram #1). These findings indicate that librarians are perceived as highly knowledgeable in their field by a large majority of this school-age sample population.

The next area of image examined in this study was the helpfulness of librarians. First, a Likert-type question asked how helpful are librarians. Again librarians received high ratings from this school-age population. 89.8% of all respondents rated librarians very good to excellent (ratings of 4 or 5) on this helpfulness question. Along sexual lines, 95.5% of girls and 85.2% of boys rated librarians positively on this question. The mean response rating of the total population surveyed was 4.3 on a scale of 1 to 5, with the median rating of 4 and no unique mode (22 respondents gave a rating of 4 and another 22 gave a rating of 5).

Other questions to measure the helpfulness quotient of librarians dealt with fairness, being able to find what the child is looking for, and showing the child how to find materials himself. Combined ratings for these questions are as follows: 86.7% of total respondents rated librarians positively, 95.5% of females rated them positively, and 79.6% of males (see Diagram #2).

These results undeniably indicate that librarians are perceived as very helpful by a large majority of the sample population surveyed. Helpfulness is not a characteristic associated with the traditional negative stereotype. Therefore, these findings score against the stereotype and the hypotheses and very strongly in favor of today's modern librarian.

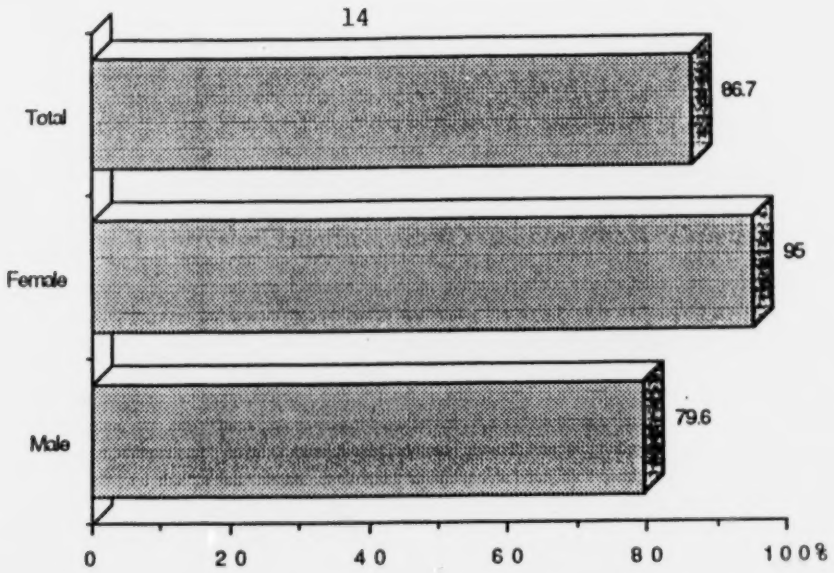

Diagram #2. PERCENTAGE OF POSITIVE RATINGS FOR THE HELPFULNESS COMPONENT OF LIBRARIAN IMAGE.

The personality component of librarian image was surveyed in a total of nine questions, because it was felt to be a major aspect of image and of the traditional negative stereotype. The Likert-type question on personality dealt with how happy librarians are to help children. 85.7% of total respondents rated librarians very good to excellent (ratings of 4 or 5) on this question. 90.9% of female respondents rated librarians this highly, as did 81.5% of male respondents. The mean rating for total sample population was 4.3, the median was 4, and the mode was 5. All central tendency measures are very positive indicators in favor of today's librarians and against the stereotype.

Other questions dealing with personality factors were concerned with friendliness, having a pleasant voice, having a high energy level, smiling, liking children, and telling children to be quiet. Significant among these were the questions dealing

with liking children and being friendly. 81.6% of total respondents felt librarians like children (90.9% of females and 74.0% of males). Librarians were perceived as friendly by 87.8% of total sample population (90.9% of females and 85.2% of males). These two characteristics are definitely in contrast to the traditional stereotype of disliking children and being unfriendly.

The average combined percentages of those respondents rating librarians positively in the personality area are lower than the knowledge and helpfulness percentages, but are definitely a sizable majority. 73.9% of the sample population rated librarians positively in the personality area, which included nine questions. 83.8% of girls and 65.8% of boys gave positive ratings (see Diagram #3).

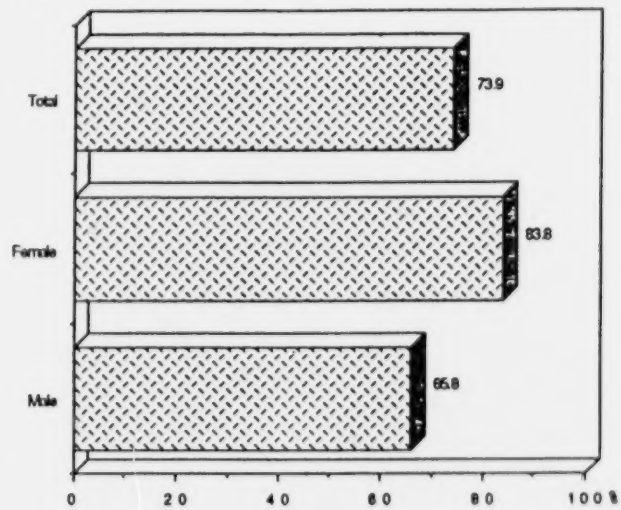

Diagram #3. PERCENTAGE OF POSITIVE RATINGS FOR THE PERSONALITY COMPONENT OF LIBRARIAN IMAGE.

The greater disparity between male and female answers in this section is primarily due to two questions. 66.7% of boys answered that librarians often tell them to be quiet versus only

27.2% of the girls. The other question with a major disparity between sexes concerned librarians having high energy levels. 77.2% of girls answered that question positively versus only 37.0% of the boys. Overall, however the results of the personality component of image also refute the hypotheses, because a sizable majority rate librarians positively in this area.

The final component of librarian image studied was that of appearance. Librarians were rated lower in this area than in any of the other three areas studied. On a Likert-type question to measure appearance, students rated librarians on how nice their clothing was. 51.0% of respondents rated librarian clothing as very good to excellent (ratings of 4 or 5). An additional 34.7% gave a rating of average (rating of 3), bringing the total of average, very good, and excellent ratings to 85.7%, which is a high percentage against the stereotype (see Diagram #4).

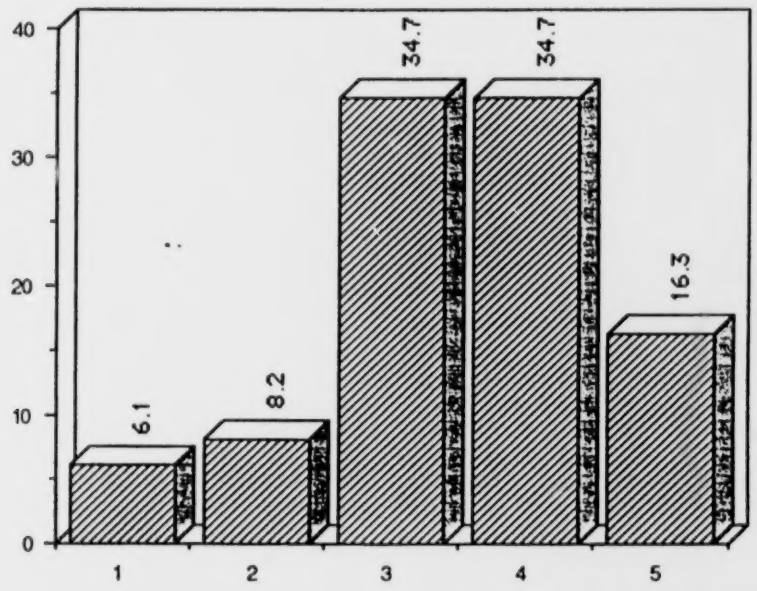

Diagram #4. PERCENTAGE OF SAMPLE POPULATION RATING LIBRARIANS' CLOTHING ON A SCALE OF 1 TO 5 (5 = Excellent).

When averaging the percentages for the four questions dealing with librarian appearance, the figure included for the clothing question was 85.7%, as described above because it was felt a rating of average was also a positive rating in this category of clothing, as well as the very good and excellent ratings.

Other questions in this category of appearance dealt with perceived age and physical attractiveness. Since this category was rated lowest by the students, results of each of the three other questions will also be described. 38.8% of total respondents felt librarians were handsome or pretty (45.4% of females and 33.3% of males). The age factor was rated divisively, with 40.8% of total sample population perceiving librarians were about the age of their parents and 51.0% feeling librarians were older than their parents. Some students left both these age questions blank, which explains why the percentages do not equal 100.

Computing percentages as previously described, 53.6% of all students rated librarians positively in the appearance component of image. By gender, 54.5% of the girls and 52.8% of the boys perceived librarians favorably in appearance (see Diagram #5).

Librarians appear to be doing an excellent job with school-age children in combatting their traditional negative stereotype. They are perceived by the sample student population to be highly knowledgeable, very helpful, with good personalities, and at least average or better in appearance.

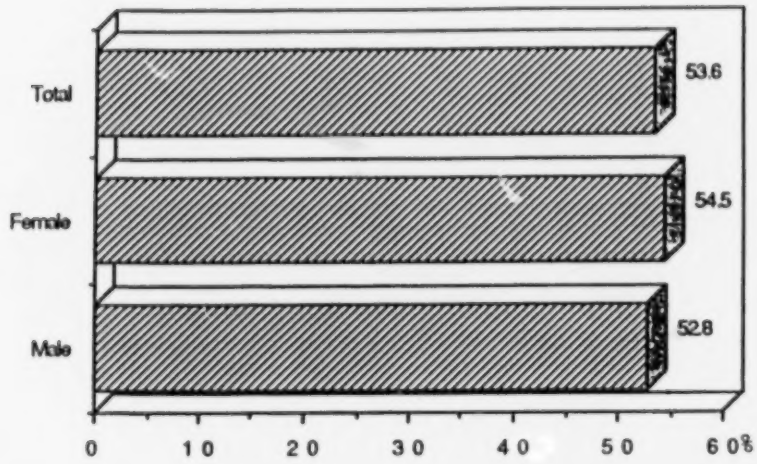

Diagram #5. PERCENTAGE OF POSITIVE RATINGS FOR THE APPEARANCE COMPONENT OF LIBRARIAN IMAGE.

The four major components of image studied, knowledge level, helpfulness, personality, and appearance, are summarized in Diagram #6. This diagram represents the percentage of the total sample population who rated librarians positively in the corresponding areas of image (see Appendix for the questionnaire showing the percentage results for each question).

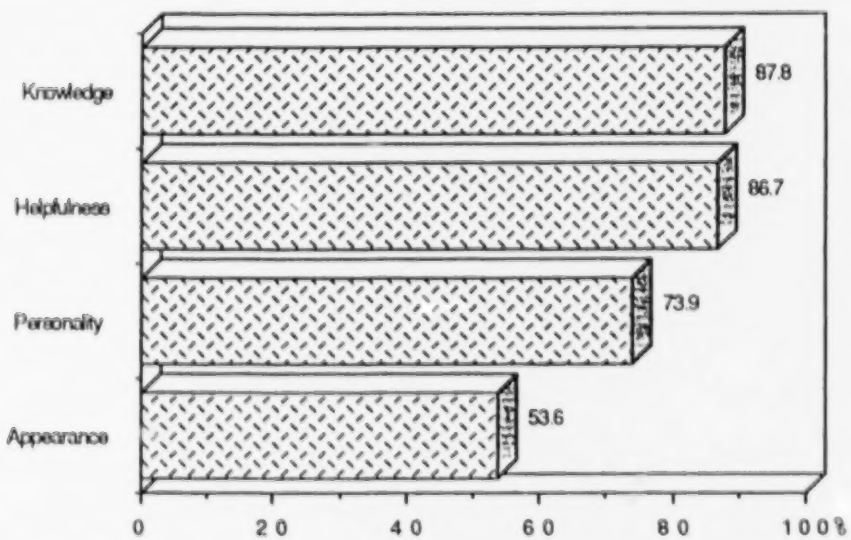

Diagram #6. PERCENTAGE OF TOTAL SAMPLE POPULATION RATING LIBRARIANS POSITIVELY IN EACH OF THE FOUR MAJOR COMPONENTS OF IMAGE.

Averaging the percentages for these four major components of librarian image, a composite percentage is formulated for total librarian image. 76.9% of the total sample population rated librarians positively in total image, as did 81.5% of female respondents and 70.6% of male respondents (see Diagram #7).

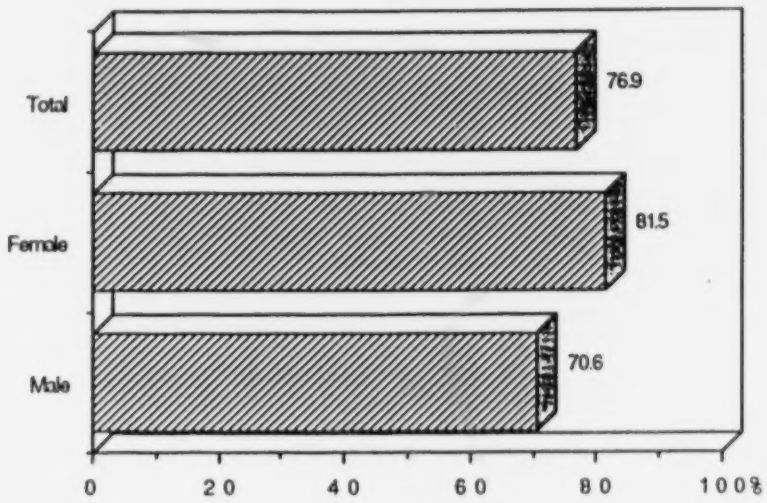

Diagram #7. AVERAGE PERCENTAGE OF POSITIVE RATINGS FOR TOTAL LIBRARIAN IMAGE.

The traditional negative stereotype of librarians is <u>not</u> prevalent among this school-age population as a whole or with either the male or female population in particular. Although boys tended toward more negative responses than girls, they did not support the traditional stereotype either.

V. SUMMARY

In conclusion, both hypotheses were refuted by this sample population of 49 fourth-graders. The traditional negative stereotype of librarians is not prevalent among school-age children in this study. Therefore, it is not more prevalent with boys than with girls, since it was refuted by both populations separately and as a whole.

Further studies in this area are needed to substantiate and support these findings on a broader scale. Similar studies in different geographical areas of the country, in rural areas versus urban areas, and in different age-levels of student populations would be very useful for comparison purposes and also to give librarians a broader idea of how they are perceived by students of all ages across the country.

NOTES

1. Janice S. Boyer, "The Library Image: A Barrier to Accessibility," in AccessAbility: Overcoming Information Barriers (1987 Spring Meeting of the Nebraska Library Association, College and University Section, Omaha, Nebraska, 29 May 1987), ed. B. J. Kacena, ERIC, ED 288557, 12.

2. Martha Merrill, "Truth in Advertising--Not for Librarians!" Show-Me Libraries 36 (January 1985): 26.

3. "Librarian with Bun & Shhh Featured in NCR Computer Ad," Library Journal 109 (15 November 1984): 2110.

4. Boyer, 4.

5. Norman Stevens, "Our Image in the 1980s," Library Trends 36 (1988): 825.

6. Melvil Dewey, "Commentary," American Library Journal 1 (30 September 1876): 6.

7. Pauline Wilson, Stereotype and Status: Librarians in the United States (Westport, Connecticut: Greenwood Press, 1982): x.

8. Vivienne R. Borkoff and Julie Binder Wooldridge, "The Image of Libraries and Librarians: Is It Changing?" Public Library Quarterly 6 (Winter 1985/86): 60.

9. Merrill, 26.

10. Karlene K. Edwards, "Principals' Perceptions of Librarians: A Survey," School Library Journal 35 (January 1989): 28.

11. Joan R. Duffy, "Children's Images of Librarians and Libraries," a speech presented at the Library Research Round Table of the 108th Annual Conference of the American Library Association, Dallas, Texas, 24-29 June 1989. Audio cassette, "Research Forum II, Public Libraries (LRRT)," Ballwin, Missouri: Acts, Inc., 1989.

12. Vee Flinn, "Teacher Rating by Pupils," Educational Method XI (1932): 290.

13. Sister Mary Amatora, Diagnostic Teacher-Rating Scale, Educators' and Employers' Tests & Services, Chambersburg, Pennsylvania.

APPENDIX A

School of Library Science
(216) 672-2782

Kent STATE UNIVERSITY
Kent Ohio 44242-0001

(Introductory letter to principals)

Dear

I am a graduate student in the School of Library Science at Kent State University and a certified elementary school teacher in both Ohio and Connecticut. I am conducting an approved research project entitled "The Librarian Image: A Child's Perspective." The purpose of this study is to measure librarian image as perceived by children.

This project is being undertaken in an effort to assist librarians in serving children better. It will also inform librarians how they are viewed by children, enabling them to see areas of needed improvement. Only one other study was located on this topic nationwide, so the findings could be significant in the field.

I am asking for your cooperation and permission to administer a one-page short answer questionnaire to one of the fourth grade classes in your school. I would like to do this in the normal classroom setting and not in the school library, to avoid any bias in the results due to environment. The approximate time required to complete this survey will be from twenty to thirty minutes. I will also provide you with parental permission slips, as is required by Kent State University.

I will be calling soon to discuss this project with you and to make an appointment for answering any questions you may have. In case you wish to contact me sooner, I can be reached at .

Sincerely,

Pamela A. Jordan

School of Library Science
(216) 672-2782

Kent State University
Kent Ohio 44242-0001

(Permission Letter from Principal)

Dr. Carolyn Brodie
Kent State University
School of Library Science
Kent, Ohio 44240

Dear Dr. Brodie:

This letter is to verify that Pamela A. Jordan, a graduate student at Kent, has permission to administer a librarian rating scale questionnaire to a fourth grade class in this school. It is understood that the data collected will be used in a research project entitled "The Librarian Image: A Child's Perspective."

Name of school Erieview

Principal's signature Lynn J. Marley

Teacher's signature Nancy B. King

School of Library Science
(216) 672-2782

Kent State University
Kent Ohio 44242-0001

(Permission Letter from Principal)

Dr. Carolyn Brodie
Kent State University
School of Library Science
Kent, Ohio 44240

Dear Dr. Brodie:

This letter is to verify that Pamela A. Jordan, a graduate student at Kent, has permission to administer a librarian rating scale questionnaire to a fourth grade class in this school. It is understood that the data collected will be used in a research project entitled "The Librarian Image: A Child's Perspective."

Name of school Westerly

Principal's signature Margaret Lennard

Teacher's signature Jean Hartman

APPENDIX B

(Parental Letter and Permission Slip)

School of Library Science
(216) 672-2782

Kent State University
Kent Ohio 44242-0001

Dear Parent/Guardian:

I am doing a research project on children's perceptions and feelings about librarians. I am studying this topic to help librarians serve children better.

I am a certified elementary school teacher and a graduate student in the School of Library Science at Kent State University. I would like you to allow your child to participate in this project. With your permission, your child will be asked to answer a one-page short answer questionnaire about librarians. This will be done in the classroom with the teacher's and principal's approval and should only take 20-30 minutes.

You child's taking part in this project is entirely up to you, and no will hold it against you or your child if you decide not to allow your child to participate. If your child does take part, he or she may stop at any time. No names will be recorded or written on the question page.

This project has been approved by Kent State University. If you have any questions about Kent State University's rules for research, please call Dr. Adriaan de Vries at (216) 672-2070.

Please complete the permission form below and return it to your child's teacher by _____.

Thank you for your help.
Pamela A. Jordan
Kent State University
School of Library Science

PARENTAL CONSENT FORM

THE LIBRARIAN IMAGE: A CHILD'S PERSPECTIVE

I agree to let my child take part in this project. I know what he or she will have to do and that he or she can stop at any time.

Child's name:_____Date:_____

Parent/Guardian signature:_____

Please return to your child's teacher by the date above. Thank you.

APPENDIX C
Responses of Total Sample Population (%)
LIBRARIAN RATING SCALE

Age_____ Grade 4 Girl_____ Boy_____

		100%		0%
1.	Have you ever visited a public library?	yes	or	no
		95.9%		4.1%
2.	Do you like to visit the library?	yes	or	no

Circle the number that answers the question best. This is what the numbers mean:
5 means "the best" or "excellent"
4 means "very good"
3 means "average" or "okay"
2 means "below average" or "not very good"
1 means "very poor" or the "worst"

3.	Do librarians seem happy to help you?	0%	2.0%	12.2%	36.7%	49.0%
		1	2	3	4	5
4.	Do librarians seem smart about the library?	0%	2.0%	2.0%	20.4%	75.5%
		1	2	3	4	5
5.	How helpful are librarians?	0%	0%	10.2%	44.9%	44.9%
		1	2	3	4	5
6.	How fair are they in helping children and adults?	4.1%	0%	8.2%	42.9%	44.9%
		1	2	3	4	5
7.	How nice are librarians' clothes?	6.1%	8.2%	34.7%	34.7%	16.3%
		1	2	3	4	5
8.	How well do you like librarians?	4.1%	2.0%	14.3%	40.8%	38.8%
		1	2	3	4	5

If a sentence tells something you think is true about librarians, place a plus sign (+) in the space at the left.

85.7%	9.	They seem to know what is available in the library.
98.0%	10.	They seem to know where to find things in the library.
85.7%	11.	They usually find me what I am looking for.
71.4%	12.	They usually give me correct answers to my questions.
83.7%	13.	They show me how to find books and information in the library.
77.6%	14.	They speak in clear pleasant voices.
49.0%	15.	They tell children to be quiet a lot.
81.6%	16.	They seem to like children.
63.3%	17.	They smile a lot.
16.3%	18.	They are grumpy.
87.8%	19.	They are friendly.
55.1%	20.	They seem to have lots of energy.
38.8%	21.	They are handsome or pretty.
40.8%	22.	They are about as old as my parents.
51.0%	23.	They are older than my parents.
	24.	What do you like best about librarians?
	25.	How could librarians improve or be better?

THANK YOU VERY MUCH ! ! !

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